



## A Snapshot of the Community College Transfer Function in 2000

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**T**HE ABILITY FOR STUDENTS to begin their college career at a California Community College and subsequently transfer to a baccalaureate granting institution is one of the cornerstones of California's Master Plan for Higher Education. It offers students, particularly those who find it difficult to relocate or who need flexible schedules and low fees to balance jobs and families, an effective means to make progress towards a baccalaureate degree. Additionally, it offers the State a cost-effective means to provide access to higher education for all who desire it. Given the Commission's projected growth in enrollment demand over the next 10 years, an effective transfer function takes on even greater importance to the State in ensuring that its historic commitment to widespread access to higher education continues for the next generation of students. This document provides some selective information about transfer in 2000.

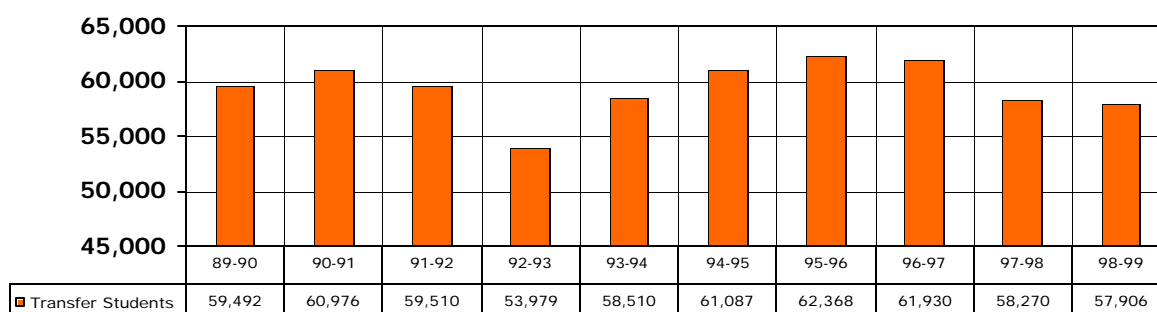
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### Number of students who transfer

Each year, approximately 60,000 students transfer from a California Community College to either the University of California (UC), California State University (CSU), or an independent baccalaureate-granting institution in California. As a result, in the past decade alone, over a half million students have transferred from a community college into a baccalaureate-granting institution in California.

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*DISPLAY 1: Number of students who transfer from a California Community College to a California baccalaureate-granting institution 1989-1999*



Source: Display 4-1 (FY), Student Profiles, 1999, California Postsecondary Education Commission.

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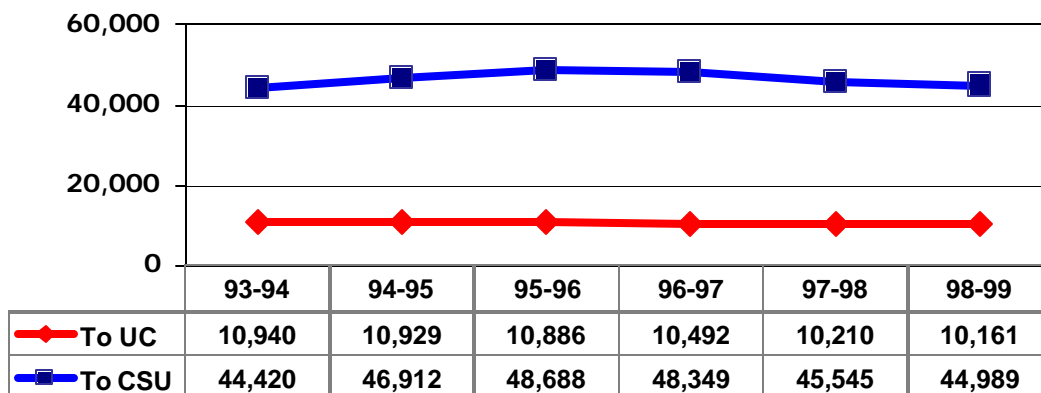
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**Decline in  
numbers of  
students who  
transfer**

Despite substantial increases in credit enrollment, increased focus and attention on transfer, and the adoption of Memoranda of Understanding designed to increase the numbers of students who transfer, the number of community college transfer students who have enrolled in either a CSU or UC campus has declined in the recent past. In fact, the University of California has experienced a five-year decline of 7.7 percent in the number of students who transferred from a community college into one of its campuses -- from 10,940 in 1993-94 to 10,161 in 1998-99. Likewise, the State University has experienced a three-year decline of 8.2 percent in the number of community college transfers enrolling in one of its campuses -- from 48,688 in 1995-96 to 44,989 in 1998-99. The display below illustrates the decline in transfer students enrolling in either the CSU system and UC over the past six years.

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*DISPLAY 2: Decline in the Numbers of Community College Transfer Students Enrolling in the California State University or University of California campus, 1993-94 to 1998-99*



Source: Display 4-1 (FY), Student Profiles, 1999, California Postsecondary Education Commission.

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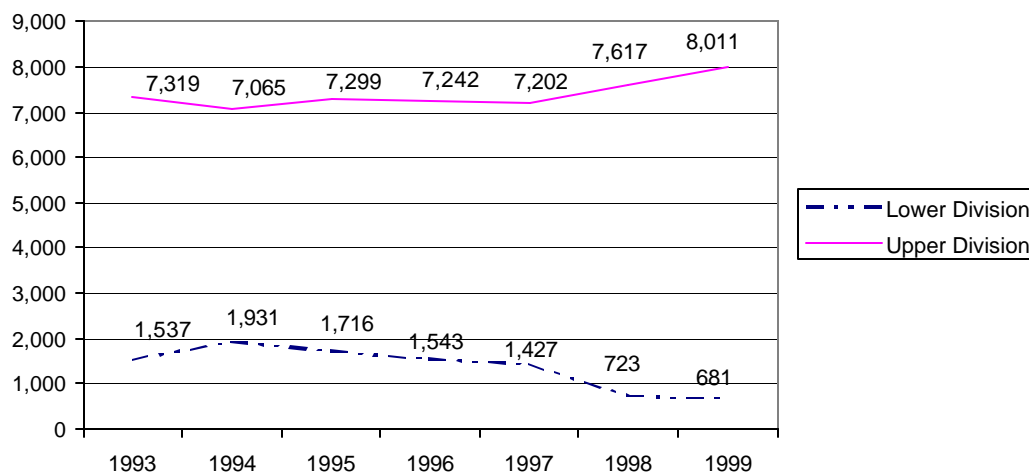
**Upper-division  
transfers  
increasing**

While the total number of full-year community college transfer students enrolling in the University of California, California State University, and independent California colleges and universities has declined in recent years, the number of upper-division transfer students at UC and CSU has increased, according to Fall 1999 figures. Both the CSU system and the UC system have experienced a decline in the enrollment of lower-division community college transfer students, while also experiencing an increase in the numbers of upper-division transfer students enrolling in their respective systems (Displays 3 and 4). The number of lower-division transfer students enrolling in a California State University campus during the Fall semester has declined by 41 percent since 1993, while there has been a 19.7 percent increase in upper-division community college transfer students enrolled in that system during the Fall. The number of lower-division community college transfer students enrolling in the

University of California in the Fall has declined by 56 percent since 1993, with the number of upper-division transfer students increasing by 9.5 percent.

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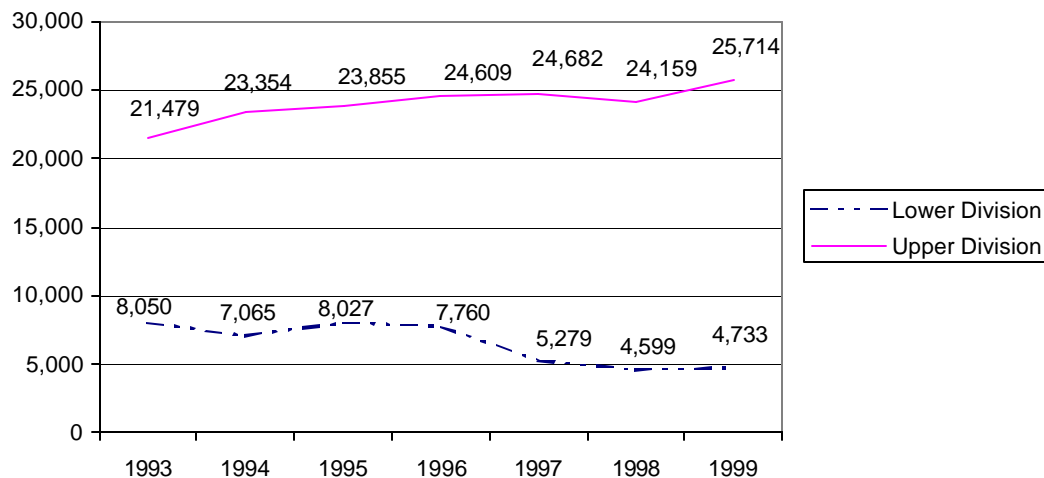
*DISPLAY 3: Upper-division vs. Lower-division Community College Transfers to the California State University, Fall 1993-1999*



Source: California Postsecondary Education Commission.

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*DISPLAY 4: Upper-division vs. Lower-division Community College Transfers to the University of California, Fall 1993-1999*



Source: California Postsecondary Education Commission.

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**Fall 1999  
community  
college transfer  
enrollments  
improving**

There is some indication that the decline in overall transfer numbers cited above may be reversing. Fall 1999 community college transfer figures indicate an increase in the numbers of transfer students who enrolled in the UC and CSU systems over previous Fall periods. The display below indicates that the number of community college transfer students who enrolled in the State University in the Fall of 1999 increased by 4.2 percent over Fall 1998, while the number of community college transfer students who enrolled in the University of California in the Fall 1999 increased by 5.9 percent over Fall 1998.

*DISPLAY 5: The number of community college transfer students enrolling in the University of California and California State University, Fall 1998 vs. Fall 1999*

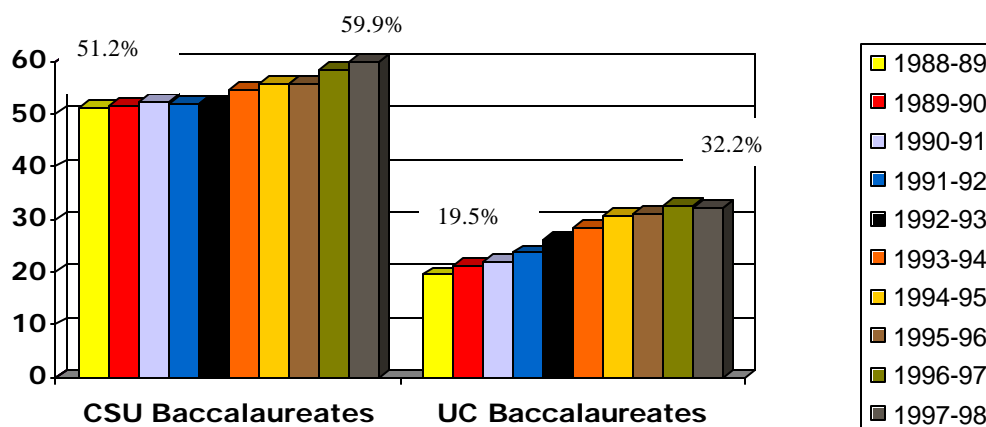
	<u>Fall 1998</u>	<u>Fall 1999</u>	<u>Increase</u>
University of California	8,345	8,696	4.2%
California State University	28,758	30,447	5.9%

It is important to note that Fall figures do not represent the entire pool of community college transfer students who enroll over an entire academic year and that it is not known whether the increase recorded for Fall 1999 will be maintained for the remainder of the 1999-2000 academic year. Still, these numbers have increased for the first time since 1995 for the UC and since 1996 for the CSU. This may suggest that some of the recent efforts to improve the transfer function may be beginning to yield positive results.

**Transfer student  
success**

Ensuring that those students who intend to transfer actually complete their transfer requirements and enroll in a baccalaureate-granting institution is one important concern. Ensuring that these students graduate and

*DISPLAY 6: The Percentage of CSU and UC Bachelor's Degree Recipients who Began Their Academic Career at a California Community College is Significant and Increasing*



Source: Displays 5-4 and 5-11, Student Profiles, 1999; California Postsecondary Education Commission.

earn a baccalaureate degree once they do transfer is another. One indication of the academic success of transfer students is that they are increasingly comprising a greater proportion of the pool of baccalaureate recipients at both State University and University of California.

**Changes in the demographics of transfer students**

Over the past decade, significant demographic changes have taken place with respect to the race and ethnicity of community college transfer students who enrolled in a baccalaureate-granting institutions. In part, these changes reflect changes in the racial/ethnic composition of the population of community college students enrolled for credit, and more generally, in California's population. The chart below identifies these major changes.

*DISPLAY 7: California Community College Credit Enrollment by Ethnicity Compared to UC and CSU Transfer Students by Ethnicity\**

	Community College Credit Enrollment		Transfer Students to UC and CSU	
	<u>1989</u>	<u>1998</u>	<u>1989</u>	<u>1998</u>
Asian/Pacific Islanders	7.6%	11.6%	9.8%	15.3%
Black	7.1	7.6	5.2	4.0
Filipino	2.7	3.1	2.2	3.5
Latino	14.5	22.1	10.9	16.7
Native American	1.3	1.1	1.1	1.0
White	58.5	43.7	60.3	40.7
Other	1.9	1.9	2.0	3.3

\*Fall only and excludes non-resident aliens and no responses.

Source: Display 4-12, 4-15, and 4-16, Student Profiles, 1999; California Postsecondary Education Commission.

**Various roles of the California Community Colleges**

California's Master Plan for Higher Education sets forth numerous roles for the 106 community colleges in the State. Each Fall, approximately 1.3 million students enroll in a community college for a variety of reasons. Transfer is but one of these reasons. In fact, less than 5.0 percent of community college students transfer to a California State University or University of California campus. Among the various roles identified for the community colleges are the following:

- ♦ Vocational education
- ♦ Adult education
- ♦ Remedial education
- ♦ Job training and workforce preparation
- ♦ Transfer

The mission of the community colleges requires that it be responsive to local concerns and needs. As a result, there is great variation among community colleges with respect to the educational services they offer students. Transfer is a prime example of this, as not all community colleges focus their efforts at transferring community college students into baccalaureate-granting institutions. On the other hand, some colleges consistently transfer a large number of students into baccalaureate-granting institutions. The following are the community colleges that transferred the greatest number of students to CSU and UC in 1998-99. The five community colleges that appear on both lists are noted with an asterisk.

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*DISPLAY 8: Top 10 community colleges transferring students to University of California in 1998-99*

	<b>Community College</b>	<b>Number of Students</b>
1.	Santa Monica College	632
2.	Santa Barbara City	542
3.	Diablo Valley*	470
4.	DeAnza*	396
5.	Orange Coast*	351
6.	San Diego Mesa	269
7.	Pasadena City*	253
8.	City College of San Francisco*	246
9.	Riverside Community College	246
10.	Cabrillo	241

Source: Display 6-3, Student Profiles 1999; California Postsecondary Education Commission.

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*DISPLAY 9: Top 10 community colleges transferring students to the California State University in 1998-99*

	<b>Community College</b>	<b>Number of Students</b>
1.	DeAnza*	1167
2.	Orange Coast*	1104
3.	Fullerton	1084
4.	City College of San Francisco*	1056
5.	Diablo Valley*	1033
6.	Fresno City	1022
7.	Mt. San Antonio	1014
8.	Pasadena City*	951
9.	American River	949
10.	Palomar College	873

Source: Display 6-3, Student Profiles 1999; California Postsecondary Education Commission.

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Together the 10 community colleges listed in Display 8 above accounted for 36 percent of all the community college transfers to the University of California in 1998-99. Together, those community colleges appearing in Display 9 accounted for 23 percent of all community college transfers to CSU in 1998-99. Such numbers underscore the variations among the 106 California community colleges.

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**Memorandums  
of Understanding**

As of May 2000, all three sectors of higher education in California that grant baccalaureate degrees -- the California State University, the University of California, and the Association of Independent California Colleges and Universities (AICCU) -- have signed memorandums of understanding with the Chancellor's Office of the California Community Colleges. These memorandums set forth transfer goals and strategies for achieving them.

The University of California signed an agreement with the community college Chancellor's Office in November 1997, calling for a 36 percent increase -- from 10,900 to 14,500 -- in the number of transfer students who enroll annually in UC by 2005-06.

Earlier this year, the Association of Independent California Colleges and Universities signed a Memorandum of Understanding with the Chancellor's Office, calling for an annual increase of 1,200 community college transfer students enrolling in an independent California college or university per year beginning in 2001-2002 such that a total of 15,000 students will be enrolled in an independent institution by 2005-06. Using AICCU's figures for current number of transfers, if these goals were reached, it would constitute a 50 percent increase in numbers of transfer students into independent institutions in California.

On May 8, 2000, Chancellor Charles Reed of the California State University system signed a Memorandum of Understanding with the Chancellor, Tom Nussbaum of the California Community Colleges, calling for a 5.0 percent annual increase in the number of fully qualified upper-division transfer students. CSU pledged to enroll all fully qualified California Community College students seeking admission to CSU. In addition, the memorandum identifies areas in which CSU and the Chancellor's Office will work to improve the transfer function. Among these are:

- ◆ Common courses for individual major programs in which there are a large number of transfer students, such as business, or in academic majors in which there are a shortage of prepared individuals, such as teaching and nursing;
- ◆ The development of a two-year degree which will be accepted by all CSU campuses as the completion of all lower-division general education requirements and specified lower-division major course requirements; and

- ◆ More community college initial undergraduate education courses to better prepare students for enrollment in formal teacher preparation classes at CSU.

Further, the new agreement calls for all CSU campuses to establish by the Fall 2001 transfer agreements that would ensure admission for all community college students provided specified lower-division general education and major requirements are completed with at least a C average.

Copies of all three of these Memoranda of Understanding are included as an appendix to this item.

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**Other  
accountability  
measures related  
to transfer**

In addition to the Memorandums of Understanding, two goals related to transfer are identified in the Community Colleges' Partnership for Excellence. These two goals are illustrated in Display 10.

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*DISPLAY 10: Partnership for Excellent Goals Related to Transfer*

*Community College Partnership for Excellence*

Goal 1: To increase from 69,574 in 1995-96 to 92,500 in 2005-06 the number of students who transfer from California community colleges to baccalaureate institutions.

- ◆ 14,500 to the University of California
- ◆ 64,200 to the California State University
- ◆ 13,800 to Independent and Out-Of-State colleges

This goal represents a 33 percent increase in the numbers of students that transfer.

Goal 2: To increase from 106,951 (1997-99) to 135,935 in 2005-06 the number of community college students who are "transfer prepared." Transfer prepared is defined as the completion of 56 transferable units within a six-year period with a minimum 2.0 g.p.a. in those courses.

This goal represents a 27 percent increase in transfer prepared students. This second goal was adopted by the Board of Governors in December 1999 and added to the Partnership goals.

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*Governor's Partnership with CSU and UC*

In addition, the Governor's January proposed State Budget for 2000-2001 identifies transfer as one of five critical accountability components to a partnership agreement with the California State University and University of California. It is anticipated that the Governor's Partnership (Compact II) will contain accountability measures related to transfer.

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**Key policy  
questions**

Commission staff has identified some of the key policy questions on the issue of transfer that require further analysis and discussion. They are as follows:



1. What are the key or salient factors that enhance or impede the transfer process (e.g. articulation agreements, CAN, ASSIST, transfer centers.)?
2. Given recent increases in State appropriations for campus-based transfer programs, which factors are contributing to the downward trend in the total number of transfers to baccalaureate institutions?
3. How is the transfer function used strategically to accommodate and address enrollment demand (Tidal Wave II)? What formal policy or accepted practice does each system have regarding lower-division (less than 56 semester units) and upper-division transfers? Do individual campuses have discretion in administering this policy?
4. What types of evaluative tools and methods are used to assess the effectiveness of transfer programs and related initiatives and where/how are the results reported?
5. Has each system established uniform statewide transfer admission criteria across all campuses? That is, are the requirements for a particular field (i.e. liberal arts, science) the same, regardless of the particular campus an applicant chooses to apply to?
6. What assistance and support does each system provide to community college students to help them make informed decisions regarding their educational goals and aspirations. How does each system monitor its success in assisting student who identify transfer to and graduation from a baccalaureate institution as their primary educational goal?

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**Conclusion** Transfer remains a critically important part of California's Master Plan for Higher Education. Its importance becomes magnified, as California educators, administrators, and policy makers grapple with finding the means to accommodate the new tidal wave of students seeking access to postsecondary education. Attention must continue to be paid to ensuring that existing barriers to transfer are removed and the transfer function operates as efficiently as possible for the next generation of students.

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## Appendix

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